



GREGG MIDDLE

500 Green Wave
Summerville, South

Grades	6-8 Middle School	
Enrollment	939 Students	
Principal	Lori Phillips	843-871-3150
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	Good	Good
2009	Good	Average
2008	Average	Below Average
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

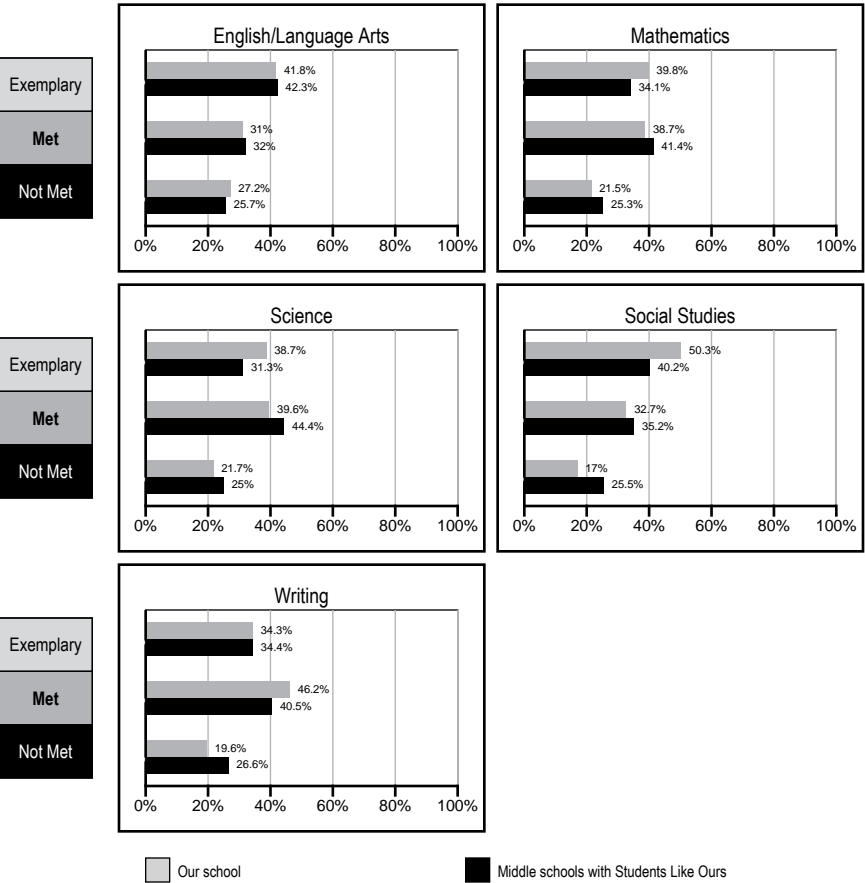
94.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	23	11	0	1

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.7%	97.5%
English 1	93.3%	92.8%
Biology 1/Applied Biology 2	N/A	96.9%
Physical Science	0.0%	24.1%
US History and the Constitution	N/A	100%
All Subjects	93.6%	95.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=939)				
Students enrolled in high school credit courses (grades 7 & 8)	62.4%	Down from 63.6%	31.2%	24.5%
Retention rate	2.0%	Down from 3.3%	0.6%	0.7%
Attendance rate	94.3%	Down from 95.3%	96.1%	95.9%
Served by gifted and talented program	16.9%	Up from 14.4%	24.1%	17.8%
With disabilities other than speech	4.5%	Down from 10.8%	8.2%	9.2%
Older than usual for grade	2.7%	Down from 5.1%	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.3%	Up from 1.3%	0.4%	0.4%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	59.3%	Up from 54.1%	60.5%	60.0%
Continuing contract teachers	88.9%	Up from 78.7%	82.0%	82.6%
Teachers returning from previous year	86.9%	Up from 81.7%	87.7%	85.6%
Teacher attendance rate	95.5%	Up from 94.3%	95.4%	95.3%
Average teacher salary*	\$46,597	Up 2.2%	\$46,777	\$46,300
Professional development days/teacher	6.7 days	Down from 8.2 days	10.0 days	9.9 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	24.6 to 1	Up from 23.1 to 1	23.1 to 1	21.5 to 1
Prime instructional time	89.6%	Up from 88.6%	90.5%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	98.9%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$6,736	Down 3.2%	\$7,145	\$7,634
Percent of expenditures for instruction**	62.1%	Up from 60.7%	64.6%	64.0%
Percent of expenditures for teacher salaries**	60.8%	Up from 59.0%	62.3%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Gregg Middle School, located in a suburban area of Summerville, is one of six middle schools in Dorchester District Two. We are proud to offer a rigorous curriculum based on South Carolina’s state standards. Our students have many opportunities for learning, including gifted and talented, advanced, and special needs courses. We also advocate for the fine arts with courses in band, chorus, dance, orchestra, guitar, and piano. Fifty-five highly qualified teachers currently serve 950 students in Grades 6-8, along with 3 administrators, 3 guidance counselors, a full-time nurse and school psychologist. Our vision is to provide a safe, structured learning environment to promote high expectations for student achievement, as well as character development to encourage success. Our school community recognizes, “Success is the ONLY Option.”

Gregg Middle School was recognized as a Palmetto Silver Award winner for the 2010-2011 school year. Of the 225 middle schools in South Carolina, we were 1 of 16 to receive this honor. In addition, Gregg Middle was one of the top 50 South Carolina middle schools to receive a Palmetto Silver Award for Closing the Achievement Gap for Excellent Growth in Achievement. We continue to utilize research –based programs, such as Read 180 for our struggling readers and Voyager for our special needs students. Our students have excelled in many academic, athletic, and artistic areas. Nearly half of the eighth grade students are currently enrolled in high school credit courses, including Algebra I, English I, Spanish I, Geometry, and Computer Applications. Twenty-three seventh graders participated in Duke TIP program with four students earning state recognition. Eighteen eighth graders were also named SC Junior Scholars. Additionally, our eighth grade students presented our first annual Spring Dinner Theater as a result of a three-year Distinguished Arts Program grant for dance and theater. Many of our seventh and eighth students enjoyed participating in the district’s middle school athletic program with both our football and softball teams earning runners-up in the District Championships.

Budget cuts have presented some challenges this past year, but with a very strong PTSA and fundraisers, we were able to accomplish our goals of rewarding students. Our students participate in our school wide incentive program, Mustang PRIDE, which stands for Prepared Responsible Individuals Determined to Excel. Students are rewarded for good behavior, good character, and good grades with Gold Cards. Students proudly display their Gold Cards which earn them special privileges throughout the school year. We plan to continue our focus on behavior and school culture with the Positive Behavior Program and a Positive Behavior Team for next year.

At GMS, we are continuing to strive for excellence and to make a difference in the lives of our students.

Lori Phillips, Principal
Lizzie Amorello, School Improvement Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	60	281	233
Percent satisfied with learning environment	96.7%	76.7%	79.2%
Percent satisfied with social and physical environment	98.3%	83.9%	75.4%
Percent satisfied with school-home relations	78.3%	87.5%	70.6%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.3%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	951	99.7	27.2	31	41.7	81.7	88.8	82.4	Yes	Yes
Gender										
Male	495	99.6	33.2	29	37.8	77.7	86	78.7	N/A	N/A
Female	456	99.8	20.6	33.3	46.1	86.3	91.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	617	99.5	22.7	28.4	48.9	85.5	92.7	88.9	Yes	Yes
African American	284	100	37.4	37.8	24.8	72.4	81.5	72.9	No	Yes
Asian/Pacific Islander	15	100	28.6	42.9	28.6	92.9	93.3	93	I/S	I/S
Hispanic	23	100	28.6	19	52.4	81	88	79.3	I/S	I/S
American Indian/Alaskan	12	100	18.2	18.2	63.6	90.9	90.9	83	I/S	I/S
Disability Status										
Disabled	95	100	77.9	14	8.1	46.5	58.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	84	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	439	99.8	37.2	32.8	30	73.6	82.5	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	948	99.9	21.8	38.5	39.7	87.5	90.3	81.9	Yes	Yes
Gender										
Male	492	100	24.6	36.8	38.6	85.4	88.6	79.9	N/A	N/A
Female	456	99.8	18.6	40.4	40.9	90	91.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	615	99.8	15.5	35.7	48.8	90.9	94.6	88.9	Yes	Yes
African American	283	100	38.7	41.9	19.4	78.7	81.8	71.4	Yes	Yes
Asian/Pacific Islander	15	100	N/AV	N/AV	N/AV	100	96.5	94.6	I/S	I/S
Hispanic	23	100	4.8	57.1	38.1	95.2	90.2	81.1	I/S	I/S
American Indian/Alaskan	12	100	9.1	54.5	36.4	90.9	95.5	84.4	I/S	I/S
Disability Status										
Disabled	94	100	64.7	29.4	5.9	52.9	61.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	88.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	437	100	31.1	40.4	28.5	82.3	84.3	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	616	99.8	21.8	39.5	38.8	78.2	77.2	68.6
Gender								
Male	321	99.7	25.2	34	40.8	74.8	76.2	68.3
Female	295	100	18	45.5	36.5	82	78.3	68.9
Racial/Ethnic Group								
White	402	100	15.9	38.3	45.8	84.1	86.2	80.7
African American	185	99.5	36.2	42.9	20.9	63.8	60.8	51.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	91	85.3
Hispanic	14	100	16.7	25	58.3	83.3	71.8	61.6
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	83.6	70.8
Disability Status								
Disabled	70	98.6	58.1	35.5	6.5	41.9	43.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	59.2	60.7
Socio-Economic Status								
Subsidized meals	291	100	30.6	40.3	29.1	69.4	65.5	57.3

Social Studies

All Students	630	99.8	17.3	32.6	50.1	82.7	81.4	72.5
Gender								
Male	320	100	18.2	29.6	52.2	81.8	81.2	72
Female	310	99.7	16.3	35.9	47.8	83.7	81.6	73.1
Racial/Ethnic Group								
White	419	99.8	14.8	29	56.2	85.2	86.9	81
African American	179	100	24.7	43	32.3	75.3	70.6	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91	89
Hispanic	16	100	20	20	60	80	78.6	69.6
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	91.5	73.5
Disability Status								
Disabled	58	100	60.4	30.2	9.4	39.6	49.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69.1	69.7
Socio-Economic Status								
Subsidized meals	288	100	23	40.1	37	77	71.6	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	316	99.7	19.6	46.2	34.3	80.4	82.3	73.2	94.3	95.8
Gender										
Male	162	99.4	20.9	47.3	31.8	79.1	77.2	67.2	93.9	95.7
Female	154	100	18.1	44.9	37	81.9	87.4	79.4	94.7	95.8
Racial/Ethnic Group										
White	196	100	14.4	45	40.6	85.6	89.2	81.5	94.1	95.5
African American	103	99	29.7	47.3	23.1	70.3	71.1	61.3	94.5	96.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	84.8	87	95.7	96.8
Hispanic	11	100	18.2	54.5	27.3	81.8	78.8	66.7	94.3	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	72.2	95	94.9
Disability Status										
Disabled	28	96.4	62.5	33.3	4.2	37.5	34.9	26	92.5	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.2	65.7	95.7	96.1
Socio-Economic Status										
Subsidized meals	138	99.3	30	45.8	24.2	70	71.5	63.2	93.4	95.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	291	100	21.4	37.6	41	78.6
	7	324	100	27.1	32	40.8	72.9
	8	293	100	25.7	34.9	39.4	74.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	332	100	24	33.9	42.1	76
	7	302	100	29.3	28.6	42.1	70.7
	8	317	99.1	28.6	30.4	41	71.4

Mathematics

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	291	100	25.1	39.9	35.1	74.9
	7	324	100	23.2	35.6	41.2	76.8
	8	293	100	20.4	53.2	26.4	79.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	332	100	25.7	39.5	34.9	74.3
	7	301	100	21	30.1	48.9	79
	8	315	99.7	18.4	45.6	36	81.6

Science

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	144	99.3	26.7	54.1	19.3	73.3
	7	323	99.7	14.5	45.1	40.5	85.5
	8	148	100	18.2	29.9	51.8	81.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	166	99.4	32.4	51.4	16.2	67.6
	7	300	100	18.5	40.6	41	81.5
	8	150	100	17	24.8	58.2	83

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	147	98	14.7	50.7	34.6	85.3
	7	323	99.7	28.3	31.3	40.5	71.7
	8	145	100	12.1	36.4	51.5	87.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	167	100	11.5	39.1	49.4	88.5
	7	298	100	21.6	30.1	48.3	78.4
	8	165	99.4	15.5	30.3	54.2	84.5
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	287	99.7	17.3	41.2	41.5	82.7
	7	320	98.8	17.4	42.3	40.3	82.6
	8	293	100	17.6	50.4	32	82.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	316	99.7	19.6	46.2	34.3	80.4

Abbreviations for Missing Data

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